Rural Secretariat

Strategic Social Plan

Future Plans of Post-secondary Education Students Cormack - Grenfell Region

An Initiative of the
Cormack - Grenfell Steering Committee

September 2004

GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR

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Executive Summary

In March of 2000, the Cormack-Grenfell Regional Steering Committee for the Strategic Social Plan established strategic directions for the region. One of the strategic directions focused on strengthening the region's human resource capital, in light of recent out-migration patterns and anticipated labour shortages. The Cormack-Grenfell Regional Steering Committee determined there was a need to develop a regional human resources strategy to address these issues. A working group, the Human Resources Directional Team, was formed to develop the Human Resources (HR) Strategy.

Development of an effective human resources strategy required research on issues specific to the region. As a part of this objective, post-secondary students in the final year of their post-secondary program were surveyed to gather details on their educational goals, career plans, knowledge of the labour market and career opportunities in Newfoundland and Labrador, plans to settle in Newfoundland and Labrador, reasons for out-migration, and their access to career resources.

A survey was administered in March 2002 to students completing their final year of a post-secondary program at College of the North Atlantic campuses located in Port aux Basques, Bay St. George/Stephenville, Corner Brook and St. Anthony. It was also distributed to students completing their final year of a program at Sir Wilfred Grenfell College in Corner Brook. A total of 487 post-secondary students completed the survey, a response rate of 62 per cent.

Key Findings

Based on the survey results, a number of overall comments about post-secondary students in the Cormack-Grenfell Region can be made.

Less than one half of all post-secondary students plan on taking further post-secondary education and training after graduating from their current program. Most have a clear idea of what they want to study further, with the most commonly cited fields of study in skilled trades, business/office administration, and health/community studies.

Generally, very few students have decided that they definitely want to leave NL as many students are still undecided. The perceived lack of job opportunities was the main barrier preventing individuals from staying. However, most post-secondary students indicated they did not have a job confirmed after graduation, and many are not expecting to find a job in NL. The perception of these students can change through the communication of clear messages on the future outlook of NL.

Given that the existence of job opportunities is the key reason individuals plan to stay or leave, it is critical that students are more informed about existing job opportunities. While it is shown in the report that many individuals are discussing their career plans with instructors and career counsellors, there does not appear to be a strong link between career planning and local job opportunities. Individuals seem more influenced by what training is available locally than what job opportunities exist locally.

Over half of all post-secondary students reported they have voluntarily taken on career planning activities outside of school to help them make career choices. These activities include job shadowing, speaking with someone in a particular job of interest, or researching a career. Individuals planning further education and training have also taken advantage of career planning supports to plan their future. Those who have not yet decided on a career direction, or who are not planning on taking further post-secondary training, need additional encouragement to use the information available to their advantage.

1 Introduction

1.1 Background of the SSP Human Resources Strategy

The Strategic Social Plan (SSP) is a provincial government initiative that attempts to integrate social and economic development through a multi-stakeholder approach. The Cormack-Grenfell Regional Steering Committee is one of six regional bodies across the province mandated to work at the local level to integrate social and economic development. As of 2004, the work of the Strategic Social Plan became the first building block of the Rural Secretariat.

In March of 2000, the Cormack-Grenfell Regional Steering Committee established strategic directions for the region. One of the strategic directions focused on strengthening the region's human resource capital, in light of recent out-migration patterns and anticipated labour shortages.

Demographic trends of this country and province are leading employers to anticipate changes in social and economic behaviour, especially with regard to the current workforce. As well, several local stakeholders have identified the lack of human resources planning using regional-specific information as a major concern for the Cormack-Grenfell Region. The steering committee has received significant anecdotal evidence about the difficulty in filling job vacancies due to a skills mismatch in the region. The aging workforce and expectations of retirements in the coming years were also raised as a concern. Further, recent out-migration patterns show the region has out-migration rates in the age group of 18-29 years.

Based on this information, the Cormack-Grenfell Regional Steering Committee determined there was a need to develop a regional human resources strategy that could also be used as a protocol for other geographic human resources strategies.

The objectives of the human resources strategy include:

- To increase the knowledge base around career planning based on labour market information, and develop a collaborative approach to human resource development-based service delivery.
- To help curb out-migration patterns by educating youth, their parents, educators, and the public around possible employment opportunities in the region and province.
- To address employer concerns in the recruitment and retention of staff, through sound planning and the provision of labour market information.

- To provide information to the general public, youth and employers about the importance of human resources planning.
- To enhance the potential for local economic success by addressing supply and demand issues in the employment environment.

A working-group, the Human Resources Directional Team, was formed to develop and implement the Human Resources (HR) Strategy. Membership is listed in Appendix A.

1.2 *Demographic Profile*

The Cormack-Grenfell region (herein referred to as the region) covers 45,076 square kilometres, an area from Quirpon, south to Port aux Basques, and east to Francois on the south coast. See Appendix B for map of SSP regions. According to the Community Accounts database, in 2001, the population for the Cormack-Grenfell Region was 93,545, based on Statistics Canada Census Subdivisions (Community Accounts webpage: www.communityaccounts.ca). This population spreads over approximately 173 communities within the region.

The Cormack-Grenfell region recognizes 79 community clusters, 61 of which have populations of less than one thousand. Approximately 55% of the entire population of the Region live in communities with no more than 500 residents. There are five major centres: Corner Brook, Stephenville, Deer Lake, Channel-Port aux Basques, and St. Anthony.

At the time of survey administration, the province of Newfoundland and Labrador had eleven public school districts, three of which are located in the Cormack-Grenfell region: (1) District 2 - Northern Peninsula/Labrador South, (2) District 3 - Corner Brook/Deer Lake/St. Barbe, and (3) District 4 - Cormack Trail. There were a total of 16,444 students enrolled in the three school districts at that time, of which 4,322 were enrolled in high school.

Two public post-secondary institutions serve the Cormack-Grenfell region with 5 campuses: (1) St. Anthony - College of the North Atlantic, (2) Corner Brook - College of the North Atlantic, (3) Corner Brook - Sir Wilfred Grenfell College campus of Memorial University, (4) Stephenville/Bay St. George - College of the North Atlantic, (5) Port aux Basques - College of the North Atlantic.

According to the Community Accounts database, in 2001, within the Cormack-Grenfell region, there were 23,010 youth under the age of 20, with the majority 10 years and older and less than one half (9,330) between age 0 – 9 years. This is consistent with declining school enrolments in the K-12 school system. The median age for the Cormack-Grenfell region is 40 years. The average age of the Cormack-Grenfell region continues to increase.

1.3 Purpose of this Survey

While there was abundant anecdotal information on recruitment and retention issues, substantiated by evidence from migration data and employment data, there was a need to investigate the issues specific to the region in order to develop an effective Human Resources Strategy.

A component of the HR Strategy involved surveying high school students, individuals graduating from post-secondary programs and Adult Basic Education (ABE) students in the region. These surveys were intended to gather details on the students' educational goals, career plans, and knowledge of career opportunities in the province.

This report is based on the survey of graduating post-secondary students. This information will be incorporated into the Human Resources Strategy, and used to ensure that students are receiving adequate career-related information that is useful in making education and long-term career plans.

2 Survey Methodology and Responses

The survey consisted of thirty-nine questions, designed to gather information on demographics, post-secondary plans, career plans, access to career resources and knowledge of job opportunities in NL. The survey took approximately 15 minutes to complete. A copy of the survey is included in Appendix C.

The survey was administered in March 2002 to post-secondary students completing their final year of a post-secondary program at College of the North Atlantic (CNA) campuses in Port aux Basques, Bay St. George/Stephenville, Corner Brook and St. Anthony. It was also distributed to students in their final year of a post-secondary program at Sir Wilfred Grenfell College in Corner Brook. The surveys were completed in classroom settings with the cooperation of the instructors at College of the North Atlantic campuses. As a classroom setting for all graduating students of Sir Wilfred Grenfell College was not feasible, surveys were mailed to local mailing addresses to students of Sir Wilfred Grenfell College. In cases where local mailing addresses were not provided, the survey was mailed to their given permanent mailing address. Students were asked to drop off the completed survey in the sealed envelope provided to the Office of Student Affairs or the Student Resource Centre.

Chart 1: Respondent Distribution by Campus

Campus	Survey Responses	Percent N=487
CNA -Corner Brook	155	32%
CNA -Port aux Basques	60	12%
CNA -Stephenville	212	44%
CNA -St. Anthony	17	3%
Sir Wilfred Grenfell	43	9%
Total	**487**	**100%**

- There were 788 students completing their final year of a post-secondary program in the region, of which 664 were students of College of the North Atlantic. 487 students completed this survey for an overall response rate of 62%.
- While participants were located at one of five campuses of the region, the small number of participants at some campuses did not permit analysis at this level. Distribution of respondents by these campuses is shown in Chart 1.
- 47% of the post-secondary respondents are women and 51% are men. Two percent did not state their gender.
- Over one-half of the students (54%) reported they were enrolled in a 2-year post-secondary program, 28% in a 1-year program (or less than 1 year), with 16% in a 3 or 4 year program. Three percent did not provide this information.

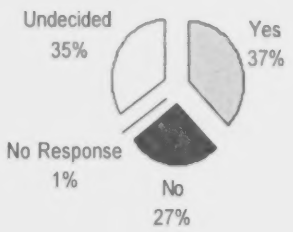
Analysis of survey questions was completed by gender and plans for further post-secondary education. Community level analysis is not represented, as the number of responses by community is too small. The list of charts is included in Appendix D. The detailed cross-tabulations are included in Appendix E of this report, with table numbering corresponding to charts in the body of this report.

3 Survey Findings

The survey respondents were asked about their post-secondary and career plans, where they plan on settling after completing their studies, their level of access to career resources and knowledge of job opportunities in Newfoundland and Labrador. Findings are summarized below, with detailed tables included in Appendix D.

3.1 Plans for Post-Secondary Education and Training

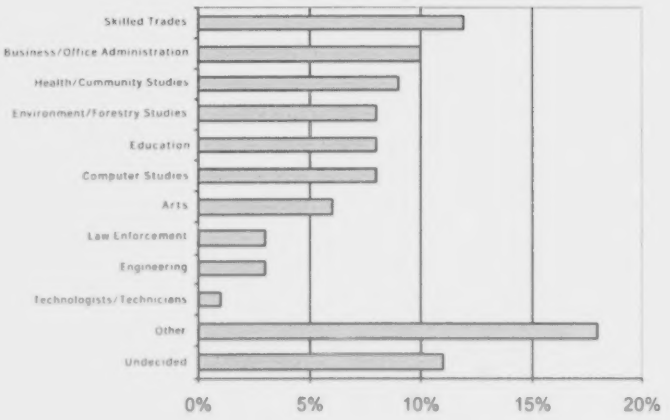
Chart 2: Respondents Planning on Further Post-Secondary Education



- Over one-third (37%) of post-secondary students plan on taking further post-secondary education and training after graduating from their current program. Twenty-seven percent said they are definitely not taking further training, with 35% still undecided. Only 1% did not provide a response.
- Women were slightly more likely than men to be interested in further post-secondary training (38% compared to 36%).

- The 179 post-secondary students planning on further post-secondary training were asked what type of program they want to pursue further. Eighty-nine percent have a specific field of study in mind, while the remaining 11% are still undecided. The responses have been summarized by fields of study and are presented in Chart 3.

Chart 3:Planned Fields of Study



Post-Secondary Students Planning on Further Education (N=179)

- The most commonly cited fields for training are those in skilled trades, including heavy equipment operator, pipe fitting, and cooking (12%).
- The second most common field cited is in business/office administration (10%).
- Health/community studies training was indicated by 9% of post-secondary students as their preferred field of study.
- Other fields of study were cited by 18%, and 11% were undecided.

Chart 4: Reasons for Wanting to Take Further Training

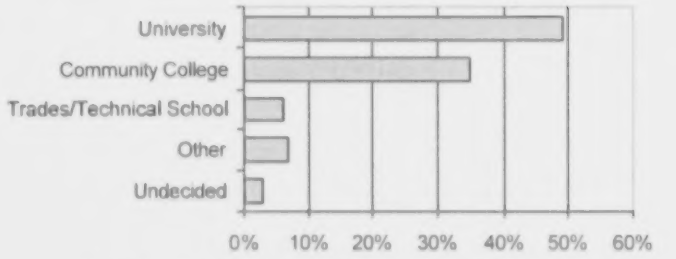
Reasons Cited	Percent (N=179)*
Become more educated	69%
Get a job anywhere	49%
Get a Job in NL	25%
To pursue academic interest	23%
Start my own business anywhere	13%
Start my own business in NL	7%
Other	12%
No reasons provided	9%

*Total may exceed 100% as multiple responses allowed.

- Over two-thirds (69%) of post-secondary students said the main reason for wanting to pursue further post-secondary training was to become more educated.
- The next most commonly cited reasons were to get a job, whether it was anywhere (49%) or in NL (25%), and to pursue academic interest (23%).

- Those 308 respondents not planning further post-secondary training or undecided were asked why they were interested in their current program. The main reason was to become more educated (61%). Other common reasons were to get a job anywhere (47%) and to get a job within NL (28%) as well as to pursue academic interest (23%).

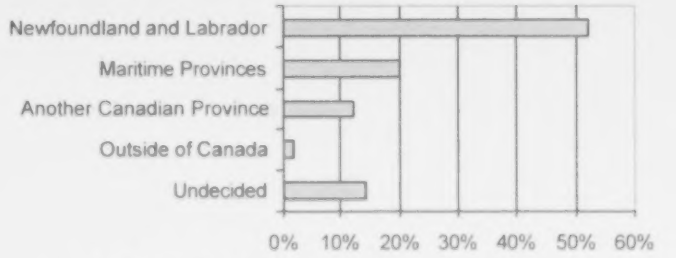
Chart 5: Preferred Type of Training Institution



Post-Secondary Students Planning on Further Education (N=179)

- Most of the respondents planning on further post-secondary training beyond their current program plan to go to university (49%) or community college (35%), with only 6% opting for trades/technical school.
- Men were more likely to opt for trades/technical school (11%) and community college (43%) while women tended to choose university (63%).

Chart 6: Planned Location for Further Training



Post-Secondary Students Planning on Further Education (N=179)

- Slighty more than half (52%) of students plan to attend a school in NL for further post-secondary training. Thirty-two percent said they would go elsewhere in Canada and 14% were still undecided.
- Men were more likely than women to want to attend school in NL (56% compared to 48%) however, women were more likely than men to want to attend school in the maritime provinces (23% compared to 17%).
- Of the 93 respondents who plan to attend school within NL, 72 indicated a specific school. Forty-four students specified CNA while 26 students specifed MUN.

Chart 7: Reasons for Wanting to Take Training in NL

Reasons Cited	Percent (N=93)
Want to stay in NL	70%
Personal Reasons	43%
Cheaper tuition fees	32%
Cost of living too expensive outside of province	32%
Better reputation of school	17%
Easier to become accepted into program	12%
Length of program is shorter	8%
All other responses cited by less than 5% of respondents	11%

*Total may exceed 100% as multiple responses allowed.

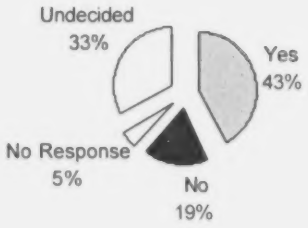
- Ninty-three post-secondary students said they want to take further post-secondary training in NL. Their main reasons are listed in chart 7.

- The 61 post-secondary students who plan on taking further training outside NL said the main reasons were because the desired program was not available in this province and schools outside the province had a better reputation.

- The 308 respondents who are not planning on further post-secondary education or are undecided were asked why they were currently attending school within NL. Over half (63%) said the main reason was because they wanted to stay in this province. Another 33% indicated it was because cost of living outside of the province is too expensive. Thirty-two (32%) said it was because of personal reasons and 32% also said it was because of cheaper tuition fees.

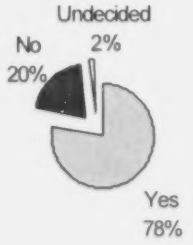
3.2 *Where Students Plan on Living After Completing Post-Secondary and Other Training*

Chart 8: Post-Secondary Students Hoping to Settle in NL



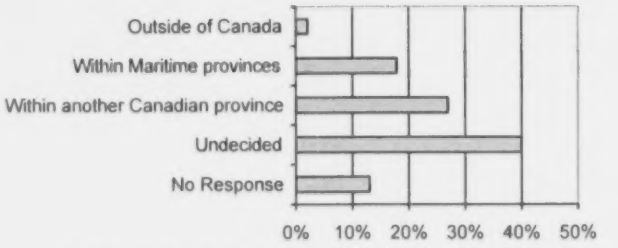
- Less than half (43%) of the post-secondary students hope to settle in NL after completing their current post-secondary program or after completing other post-secondary education.
- Women were more likely than men to want to settle in NL (52% compared to 34%).
- There was no difference between students planning further post-secondary and those not planning further post-secondary or undecided about whether or not they want to settle in NL.

Chart 9: Post-Secondary Students Hoping to Remain in NL and Also Consider Settling in Their Home Town



- 78% of the 211 students who hope to remain in NL would consider settling in their home town.
- There was no difference between men and women about wanting to settle in their home towns.
- Students not planning further post-secondary or undecided were slightly less likely than other students to want to settle in their home town (76% compared to 81%).
- Of the 164 students who would consider settling in their home town, 60 of them provided reasons for wanting to do so. The main reasons were families and friends live there (n=48) and they love their home towns (n=40).

Chart 10: Where Students May Settle Outside NL



Post-Secondary Students NOT Settling in NL or Undecided (N=276)

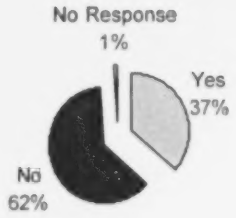
The 276 post-secondary students who had no plans to settle in NL or were undecided were asked where they would like to settle when they complete their current post-secondary or further post-secondary training.

- The majority (40%) were undecided. A total of 45% said they hoped to settle in another part of Canada, including 18% who wanted to settle in the Maritime provinces.
- The main reasons provided by individuals (n=276) who would consider leaving NL were:

  - Not many job opportunities in NL (67%);
  - Jobs in NL are too low-paying (41%);
  - Want to experience life outside NL (40%);
  - NL has little to offer young people (21%).

3.3 *Knowledge of Local Labour Market*

Chart 11: Aware of Job Opportunities in NL



- Almost two-thirds (62%) of the post-secondary students surveyed were not aware of future job opportunities in NL. Thirty-seven percent (37%) said they were aware of job opportunities and 1% did not provide a response.
- Men were more likely than women to be aware of job opportunities (40% compared to 33%).
- Post-secondary students planning on further post-secondary education were more knowledgeable than other students about future job opportunities in NL (40% compared to 35%).

- Post-secondary students who indicated they were aware of opportunities identified the job occupation categories. These are summarized by frequency in Chart 12.
- Post-secondary students were asked to rate industry sectors as having good or poor future job opportunities. As shown in Chart 13, most were very optimistic in their ratings, and only recreation, forestry, fishery, art and agriculture received 30% or more "poor" ratings.

Chart 12: Occupations with Future Job Opportunities in NL

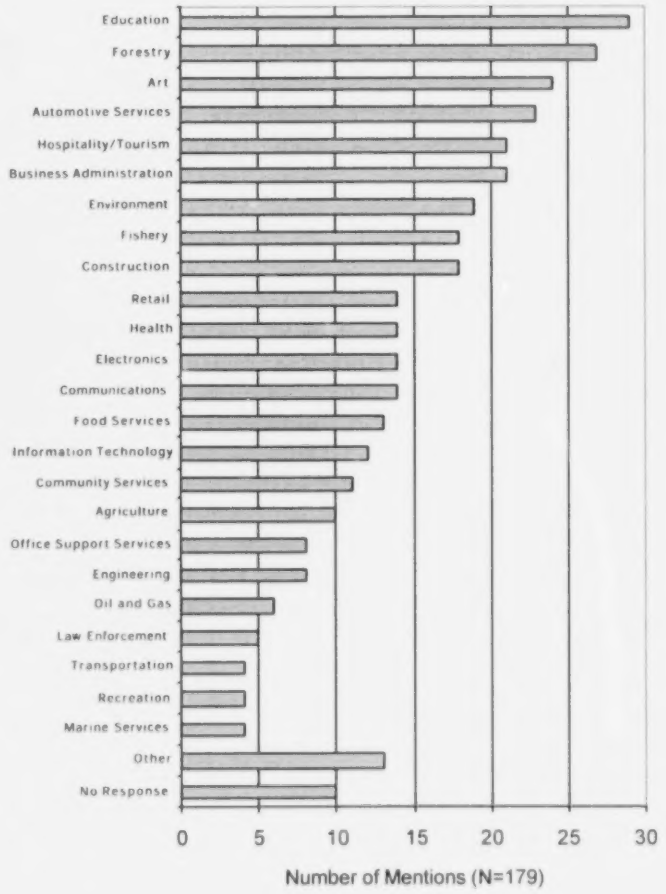


Chart 13: Rating of Potential Job Opportunities by Sector

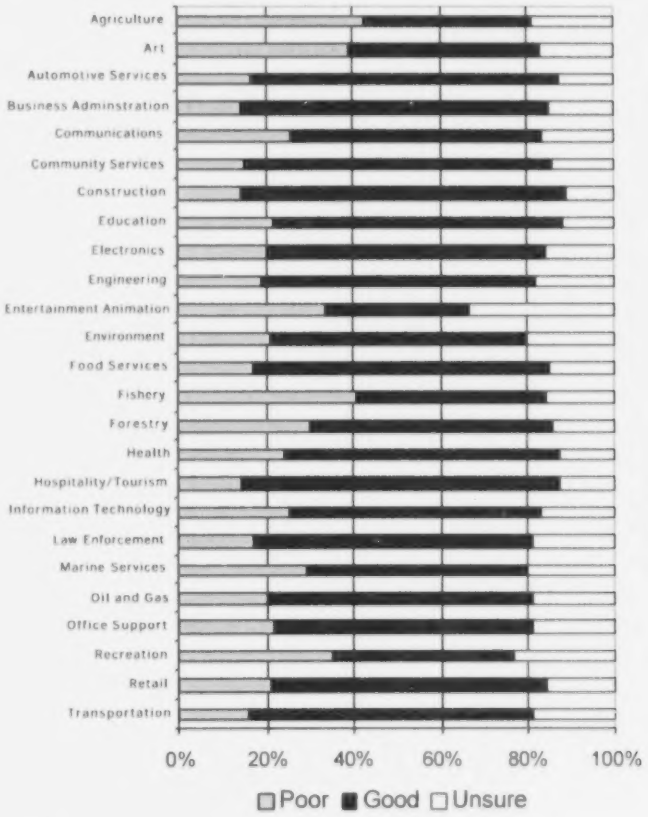
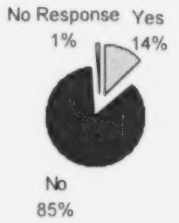


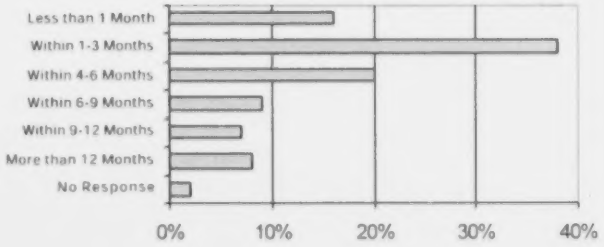
Chart 14: Job Confirmed After Graduation



- 85% of the post-secondary students indicated they did not have a job confirmed for after graduation. Only fourteen percent (14%) said they did have a job confirmed for after their graduation.
- There was no difference between men and women about having a job confirmed for after graduation.
- Students not planning on further post-secondary or undecided were only slightly more likely than other students to have a job confirmed for after graduation (15% compared to 11%).

- The 67 students who indicated they had a job confirmed after graduation were also asked where the job was located. The majority of students said within NL (n=45). A further 15 students indicated within another Canadian province, while 5 students stated within the Maritime provinces. Only 1 student said that the job thay had confirmed was located outside Canada.

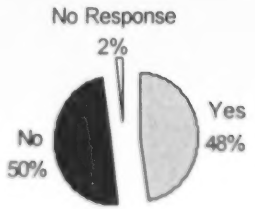
Chart 15: Length of Time Expected to Find a Job After Graduation



Post-Secondary Students NOT Having a Job Confirmed (N=414)

- Over one-third (38%) of students not having a job confirmed said they expected to find a job related to their program within 1-3 months after graduation. Twenty percent (20%) said they expected to find a job within 4-6 months and 16% expected to find a job in less than one month after graduation.
- A higher percentage of men expected to find a job in less than one month after graduation compared to women (24% and 8% respectively).
- Students not planning on further post-secondary or undecided were more likely than other students to expect to find a job within 1-3 months after graduation (39% compared to 34%).

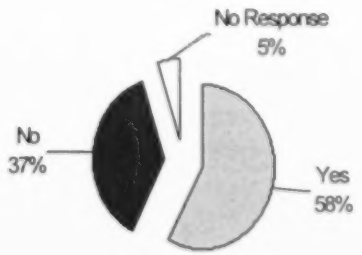
Chart 16: Expect to Find a Job in NL



- Almost half (48%) of respondents without a job confirmed after graduation said they expect to find a job in NL.
- A higher percentage of women than men expected to find a job in NL (57% and 40% respectively).
- Students not planning on further post-secondary or undecided were slightly more likely than others to expect to find a job in NL (50% compared to 46%).

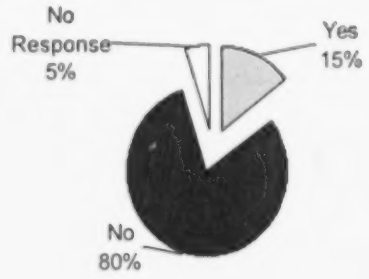
3.4 Experience with Career Counselling

Chart 17: Spoken to Instructor Throughout This Program



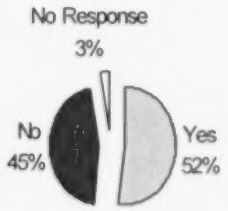
- Over half (58%) of all post-secondary students have spoken to an instructor throughout their program regarding career plans upon graduating from their program.
- Women were slightly more likely than men to have not spoken to an instructor about their career plans (38% compard to 36%).
- Post-secondary students planning on further post-secondary education were more likely than other students to have spoken to an instructor regarding their career plans (64% compared to 54%).
- Students who said they are aware of future job opportunities in NL were more likely (63%) to have spoken with an instructor regarding career plans than students who were not aware of job opportunities in NL (55%).

Chart 18: Spoken to Career Counsellor Throughout This Program



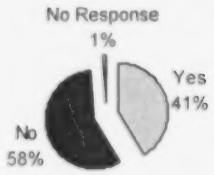
- Only 15% of post-secondary students said they have spoken to a career counsellor throughout their program. Over three-quarters (80%) of students have not spoken to a career counsellor regarding their career plans throughout their program.
- More women than men have spoken to a career counsellor throughout their program (18% compared to 11%).
- Students planning on further post-secondary training were more likely than other students to have spoken with a career counsellor throughout their program (23% compared to 10%).

Chart 19: Plan to Speak with an Instructor or Career Counsellor Prior to Graduation



- The 169 post-secondary students who have not spoken to an instructor or career counsellor throughout their program, were asked if they plan to do so prior to graduation. Over half (52%) said yes while 45% said no. Three percent did not respond.
- Men were slightly more likely than women to plan to speak to an instructor or career counsellor about their career plans (54% compared to 49%).
- Students planning on further post-secondary education were less likely than other students to plan to speak to an instructor or career counsellor about their career plans prior to graduation (46% said yes compared to 55%).

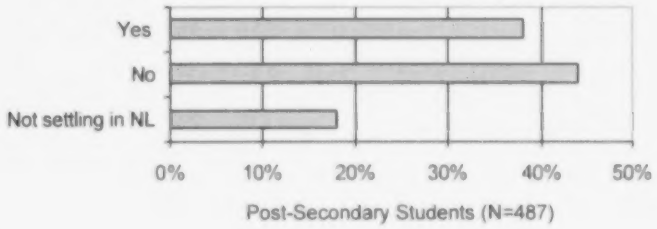
Chart 20: Plan to Speak with a Career Specialist Outside School



- Over half (58%) of post-secondary students do not plan to speak with a career specialist outside school
- More men than women plan to speak to a career specialist outside school (45% and 38% respectively).
- Students planning on further post-secondary training were more likely than other students to plan to speak to a career specialist outside school (46% compared to 38%).

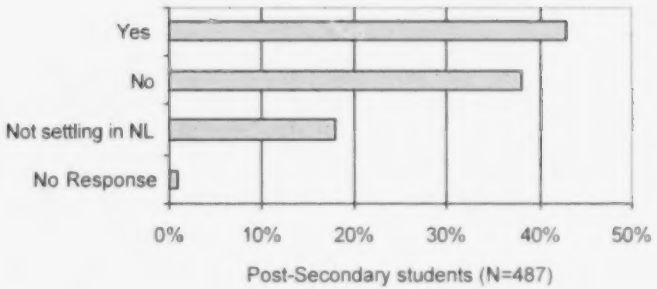
- The 281 post-secondary students who do not plan to speak to a career specialist outside school said the main reasons were they already know exactly what they want to do (47%) and they have already spoken with an instructor or career counsellor at their school (30%).

Chart 21: Planned Course Selection with NL Job Opportunities in Mind



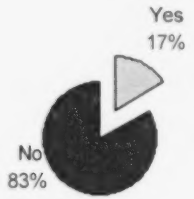
- 44% of post-secondary students did not plan their course selection with NL job opportunities in mind. Thirty-eight percent (38%) of students did plan their course selection in accordance with possible future job opportunities in mind while 18% said they are not settling in NL.
- Women were more likely than men to have planned their course selection with future NL job opportunities in mind (41% compared to 34%).
- There were no differences between students planning further training and those not planning further training or undecided.

Chart 22: Will Plan Future Course Selection with NL Job Opportunities in Mind



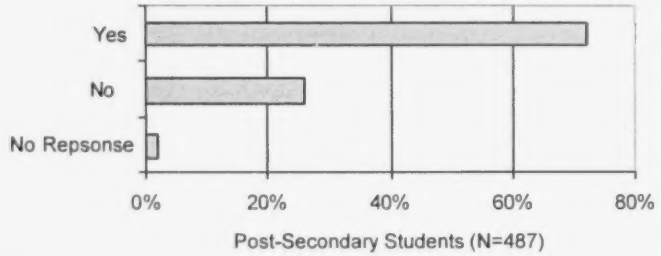
- 43% of post-secondary students said they will plan future course selections in accordance with possible job opportunities in NL.
- More women than men said they will plan future course selections with future NL job opportunities in mind (50% and 36% respectively).
- Students not planning on further post-secondary training or undecided were more likely than other students to say they will not plan future course selections with possible NL job opportunities in mind.

Chart 23: Awareness of Career Education Course



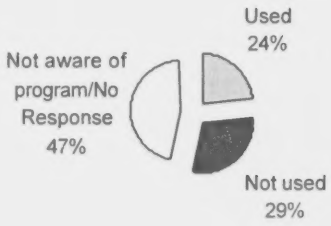
- 83% of post-secondary students said they are not aware of a career education course offered through their school. Of the 83 students who are aware of a career education course, 33% said they believed it was a required course for graduation while 37% said did not know whether it was a requirement or not.
- Men are more aware of a career education course than women (20% compared to 14%).

Chart 24: Believe Career Education Should be Offered



- 72% of all post-secondary students believe a career education course should be offered through their program and almost one half (45%) of these students said it should be a required course for graduation.

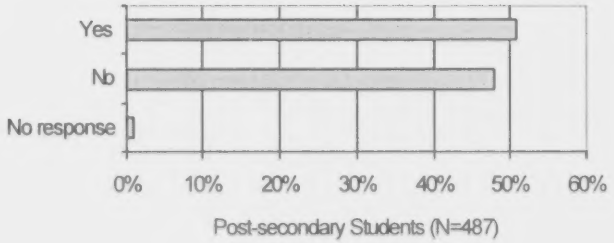
Chart 25: Used the CHOICES Program



CHOICES is a computer-based career planning system for students. It bridges the gap between education and employment by providing students with information about occupations, universities, and colleges for their school career planning.

- Only 24% of all post-secondary students have used the CHOICES program. Almost half (47%) of students were not aware of the CHOICES program.
- Of the 258 post-secondary students who were aware of the CHOICES program, 21% said the program was available in their school and 66% of them did not know.

Chart 26: Have Taken on Other Career Planning Activities



- Over half (52%) of all post-secondary students reported they have voluntarily taken on career planning activities outside school hours to help them make a career choice. These activities include job shadowing, speaking with someone in that job, or doing their own research on a particular job.
- Students planning on further post-secondary training were more likely than other students to take on career planning activities outside of school hours (59% compared to 48%).

4 Key Findings and Conclusions

Based on the survey results, the following overall comments and findings about post-secondary students in the Cormack-Grenfell Region are presented:

4.1 Plans for Post-Secondary Education and Training

- 37% of all post-secondary students plan on taking further post-secondary education and training after graduating from their current program. Women were only slightly more likely than men to be planning further education and training.
- Most post-secondary students planning on further training have a clear idea of what they want to study further, with the most frequent cited fields for training in skilled trades, health care/community services, and business/office administration.
- Over two-thirds of post-secondary students planning on further training indicated the desire to be more educated as a top reason. The next most commonly cited reasons for planning further training were to get a job and to pursue academic interests.
- Most post-secondary students planning further education and training said they will attend university (49%) or community college (35%) with only 6% opting for trades/technical school. Over half of the post-secondary students wanting to take further training plan to attend school within NL, the main reason being they want to stay in the province.

4.2 Where Students Plan to Live after Completing Post-Secondary and Other Training

- Less than half (43%) of all post-secondary students said they hoped to settle in NL after completing their training and a further 33% were undecided. Nineteen percent (19%) said they do not hope to settle in the province.
- Women are more likely to want to settle in NL than men (52% compared to 34%). Students planning on further training and those not planning on further training or undecided were equally likely to want to settle in NL.

- 78% of students who hope to remain in NL would also consider settling in their home town, mainly because it's where family and friends are located and they love it there. Those not interested in settling in NL said it was because there were no job opportunities, and jobs in NL were too low paying.

- The 57% of post-secondary students who had no plans to settle in NL or were undecided were asked where they would like to settle. Many (40%) said they were still undecided while a total of 45% said they hoped to settle in another part of Canada, including 18% who wanted to settle in the Maritime provinces.

- Generally, very few students have decided that they definitely want to leave NL; however, many students are still undecided. The perceived lack of job opportunities was reported as the main barrier preventing individuals from staying.

4.3 *Knowledge of Local Labour Markets*

- Thirty-seven percent (37%) of the post-secondary students surveyed said they were aware of job opportunities in NL, with almost two-thirds (62%) indicating they were not aware of job opportunities in this province.

- Men were more likely than women to be aware of job opportunities (40% compared to 33%), and students planning on further post-secondary training were more knowledgeable than other students about future job opportunities in the province (40% compared to 35%).

- 85% of post-secondary students indicated they did not have a job confirmed after graduation. The 14% who said they did have a job confirmed said the job was located within NL. When asked how long after graduation do you expect to find a job, most students (38%) said within 1-3 months. Sixteen percent (16%) expected to find a job in less than one month after graduation and most of these students were men.

- One half of those without a job confirmed do not expect to find a job in NL. More women than men expect to find a job in the province.

- Given that the existence of job opportunities is the key reason individuals plan to stay or leave, it is critical that students are more informed about existing job opportunities. While it is shown in the following section that many individuals are discussing their career plans with instructors and career counsellors, there does not appear to be a strong link between

career planning and local job opportunities. Individuals seem more influenced by what training is available locally than what job opportunities exist locally.

4.4 Experience with Career Counselling

- 58% of all post-secondary students reported speaking to an instructor about their career plans while only 15% of all students reported speaking to a career counsellor.

- Although women and men were equally likely to have discussed their career plans with an instructor, women were more likely than men to have discussed their plans with a career counsellor (18% compared to 11%). Students planning on further training were more likely than other students to have discussed their career plans with an instructor (64% compared to 54%) and these students were also more likely than others to have discussed their plans with a career counsellor (23% compared to 10%).

- Of the 169 post-secondary students who have not spoken to an instructor or career counsellor, 52% said they plan to do so prior to graduation. Forty-five percent (45%) of students said they do not intend to speak an instructor or career counsellor prior to graduation.

- In addition to speaking to an instructor or career counsellor at their school, 41% of post-secondary students plan to discuss their career plans with a career specialist outside the school. Men and those interested in further post-secondary education were most likely to plan on consulting an external career specialist.

- 38% of post-secondary students said they planned their course selection in accordance with future job opportunities in NL. Women were more likely to have used this information in their planning. Forty-three percent (43%) of students said they will plan future course selections with NL job opportunities in mind and again more women than men said they will use this information in planning future course selections.

- The majority (83%) of post-secondary students said they were aware of a career education course offered in their school, and 33% of these students believed it was a required course for graduation. Almost three-quarters (72%) of all students agree that a career education course should be offered through their program.

- CHOICES is a computer-based career planning system for students. Only 24% of all post-secondary students have used the CHOICES career-planning program. This program is not available in all schools, and almost one-half of students had not heard of it before.

- Over half of all post-secondary students reported they have voluntarily taken on career planning activities outside of school to help them make career choices. These activities include job shadowing, speaking with someone in a particular job of interest, or researching a career.

- Individuals planning further education and training have also taken advantage of career planning supports to plan their future. Those who have not yet decided on a career direction or who are not planning on taking further post-secondary training need additional encouragement to use the information available to their advantage.

Appendix A: Human Resources Directional Team

The following individuals participated in a working group to implement the Cormack-Grenfell SSP Human Resources Strategy.

Joe Arruda Assistant Director of Personnel, School District # 4 (Cormack Trail School Board)
(HR Team Member: November 2003 - Present)

John Davis Planning Specialist, Department of Innovation, Trade and Rural Development

Paul Graham Career Development Specialist, Department of Human Resources, Labour and Employment

Doris Hancock Regional Planner, Cormack-Grenfell Regional Strategic Social Plan
(HR Team Member: February 2002 – present)

Joanne Kendrick Human Resources Researcher, Cormack-Grenfell Regional Strategic Social Plan

Bev Kirby Director, Community Education Network
(HR Team Member: December 2003 - Present)

Violet Pack Guidance Counsellor, School District # 4 (Cormack Trail School Board)
(HR Team Member: December 2003 - Present)

Danny Park Labour Market Specialist, Human Resources Skills Development Canada

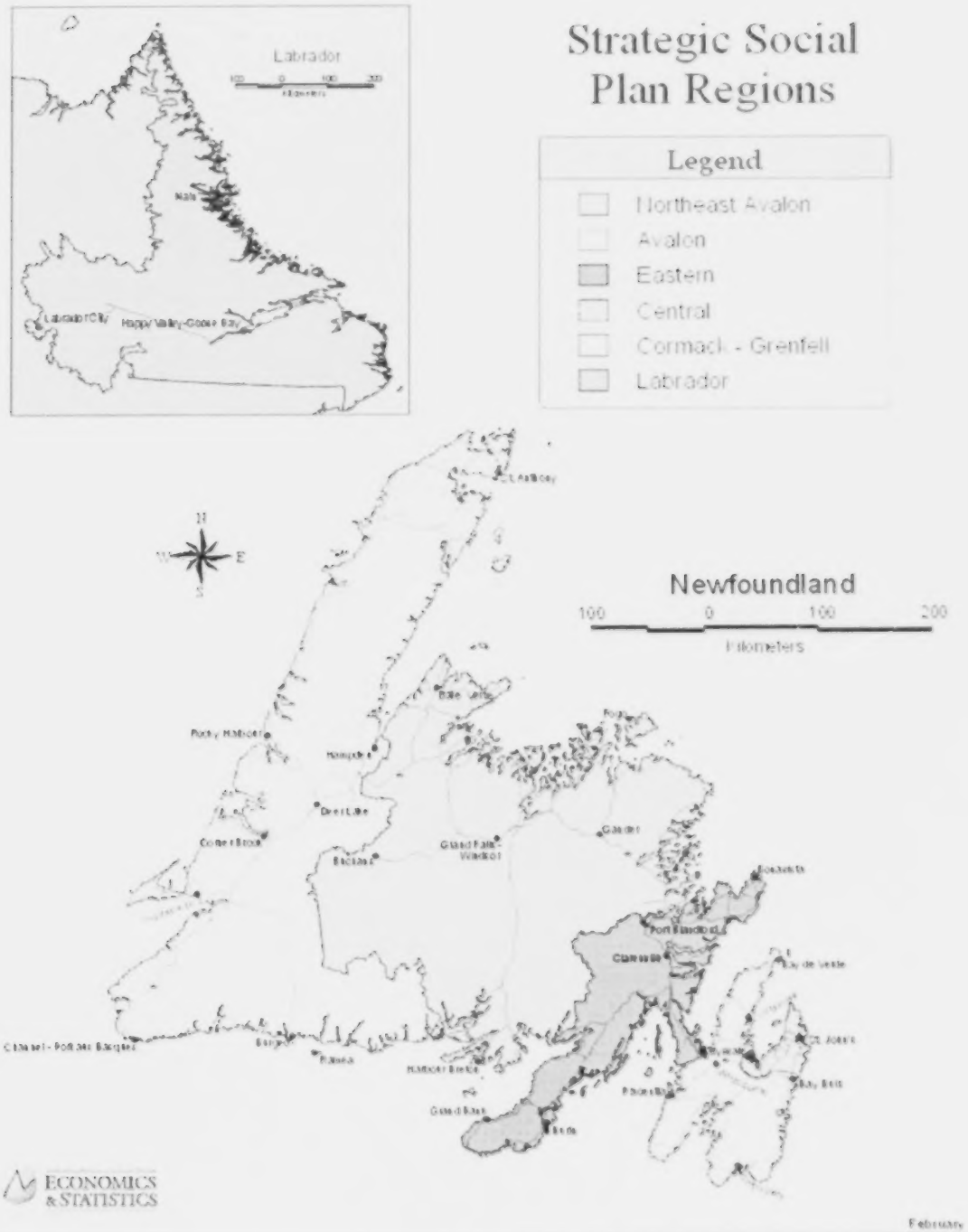
Richard Parsons Assistant Director of Personnel, School District #3 (Corner Brook/Deer Lake/St. Barbe)
(HR Team Member: September 2001 – April 2003)

Amanda Stratton Student, College of the North Atlantic (Corner Brook campus)
(HR Team Member: June 2002 – February 2004)

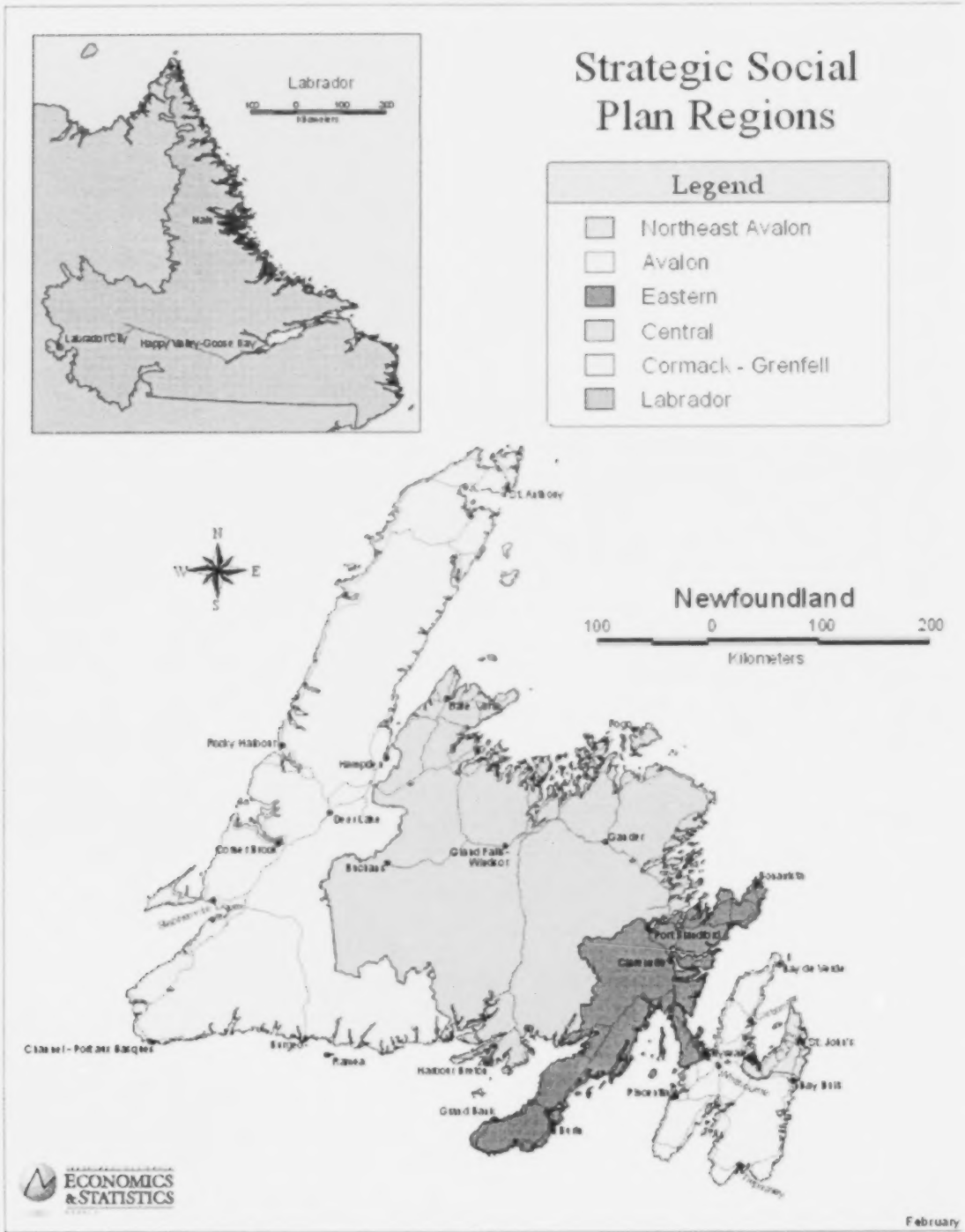
Alicia Sutton Regional Planner, Labrador Regional Strategic Social Plan; former Regional Planner of Cormack-Grenfell Regional Strategic Social Plan (HR Team Member: September 2001 – February 2002)

Shawn Wells Guidance Counsellor, School District # 2 (Northern Peninsula/Labrador South)
(HR Team Member: September 2001 – June 2003)

Appendix B: Map of Strategic Social Plan Regions



Appendix B: Map of Strategic Social Plan Regions



Appendix C: Post-secondary Survey

The following survey is being conducted by the Cormack-Grenfell Regional Strategic Social Plan, an initiative of the Government of Newfoundland & Labrador. The purpose of this survey is to gather information on students' further post-secondary plans, career plans, and their knowledge of career opportunities in the province. This information may be used to create new services for residents of our region and to plan a strategy to ensure that residents are receiving adequate career-related information useful in making long-term career plans. The students will benefit from taking time to complete this survey. Confidentiality is guaranteed.

Demographics

School: _____ Campus: _____

Program: _____ Length of Program:

Year of Study: _____ Gender: • Male • Female

Please DO NOT write your name on this survey!!!

Part A

1. After graduation from this program, do you plan to pursue further post-secondary education? *(eg. Trade School, Community College, University)*

   • Yes • No **(go to Part B)** • Undecided **(go to Part B)**

2. What type of education program do you plan to pursue further?
   (eg. nursing, police force, teaching, business, heavy equipment, computer studies, masters, etc.)
   _____ Undecided (go to Q#4)

3. What is the main reason(s) you are interested in enrolling in this type of program?
   (Check all that apply)

   - to become more educated
   - to get a job anywhere
   - to start my own business anywhere
   - to get a job in Newfoundland & Labrador
   - to start my own business in Newfoundland & Labrador
   - to pursue academic interests
   - other

4. What type of institution do you plan to attend?

- trade/technical (*eg. Academy Canada, Atlantic Aviation Academy, Keyin Tech)*)
- community college (*eg. College of the North Atlantic, Marine Institute, Holland College)*
- university (eg. *Memorial University of Newfoundland, Grenfell College, etc.)*
- other _____
- undecided

5. **a)** Where do you plan to attend school?

- within Newfoundland & Labrador (specify school)_____**(Go to Q#5b)**
- within maritime provinces (specify school & province)
  (Nova Scotia, New Brunswick, or PEI) _____**(Go to Q#5c)**
- within another Canadian province (specify school & province) _____**Go to Q#5c)**
- outside of Canada (specify country)_____**(Go to Q#5c)**
- undecided **(go to Q#6)**

b) What is your main reason(s) for planning to attend school within Newfoundland & Labrador?
(Check all that apply)

- better reputation of school
- program not offered outside of Newfoundland & Labrador
- want to stay in Newfoundland & Labrador
- cheaper tuition fees
- easier to become accepted into program than schools outside of Newfoundland & Labrador
- length of program is shorter
- have scholarship
- personal reasons
- cost of living too high/expensive outside of Newfoundland & Labrador
- other

c) What is the main reason(s) for planning to attend school outside of the province of Newfoundland & Labrador? **(Check all that apply)**

- better reputation of school
- program not offered in Newfoundland & Labrador
- want to leave Newfoundland & Labrador
- cheaper tuition fees
- easier to become accepted into program than Newfoundland & Labrador schools
- length of program is shorter
- have scholarship elsewhere
- personal reasons
- cost of living too high/expensive within Newfoundland & Labrador
- other

6. After graduation from further studies of a post-secondary education program, are you hoping to settle in Newfoundland & Labrador?

   - Yes
   - No **(go to Q#8)**
   - undecided **(go to Q#8)**

7. Would you consider settling in your home town of **(specify hometown)**_____?

   - Yes (Why)_____**(go to Part C)**
   - No (Why Not)_____**(go to Part C)**

8. Where would you like to settle after you graduate from further studies of a post-secondary education program?

   - within maritime provinces (specify province)_____(Nova Scotia, New Brunswick, or PEI)
   - within another Canadian province (specify province)
   - outside of Canada (specify country)
   - undecided

9. Why do you plan to leave Newfoundland & Labrador? **(Check all that apply)**

   - not many job opportunities in Newfoundland & Labrador
   - want to experience life outside of Newfoundland & Labrador
   - jobs in Newfoundland & Labrador are too low-paying
   - Newfoundland & Labrador is too small
   - Newfoundland & Labrador is too isolated
   - Newfoundland & Labrador has little to offer for young people
   - other

Go to Part C

Part B

10. What is the main reason(s) you enrolled in this program?
(Check all that apply)

- to become more educated
- to get a job anywhere
- to start my own business anywhere
- to get a job in Newfoundland & Labrador
- to start my own business in Newfoundland & Labrador
- to pursue academic interests
- other

11. What is your main reason(s) for attending school within Newfoundland & Labrador?
(Check all that apply)

- better reputation of school
- program not offered outside of Newfoundland & Labrador
- wanted to stay in Newfoundland & Labrador
- cheaper tuition fees
- easier to become accepted into program than schools outside of Newfoundland & Labrador
- length of program is shorter
- had scholarship
- personal reasons
- cost of living too high/expensive outside of Newfoundland & Labrador
- other

12. After graduation from this program, are you hoping to settle in Newfoundland & Labrador?

- Yes
- No **(go to Q#14)**
- undecided **(go to Q#14)**

13. Would you consider settling in your home town of **(specify hometown)**_____?

- Yes (Why)_____ **(go to Part C)**
- No (Why Not)_____ **(go to Part C)**

14. Where would you like to settle after you graduate from this program?

- within maritime provinces (specify province)_____(NS, NB, or PEI)
- within another Canadian province (specify province)
- outside of Canada (specify country)
- undecided

15. Why do you plan to leave Newfoundland & Labrador? **(Check all that apply)**

- not many job opportunities in Newfoundland & Labrador
- experience life outside of Newfoundland & Labrador
- jobs in Newfoundland & Labrador are too low-paying
- Newfoundland & Labrador is too small
- Newfoundland & Labrador is too isolated
- Newfoundland & Labrador has little to offer for young people
- other

Go to Part C

Part C

16. Are you aware of any future job opportunities in Newfoundland & Labrador?

- Yes
- No **(go to Q#21)**

17. Please specify the occupation(s) and the related employer(s) of future job opportunities in Newfoundland & Labrador in of which you are aware. **(Check all that apply).**

(eg. • Forestry (specify) Logger; Corner Brook Pulp & Paper
• Health (specify) Nurse; Grenfell Regional Health Services

- Agriculture *(farmer, ,etc)* (specify)
- Art *(musician, actor, photographer,etc)* (specify)
- Automotive Services *(mechanic, salesperson, etc)* (specify)
- Business Administration *(accountant, bank teller, investor, etc)* (specify)
- Communications *(journalist, radio announcer, publicist ,etc)* (specify)
- Community Services *(social worker, addictions counselor, career specialist, etc)* (specify)
- Construction *(architect, carpenter, heavy equipment operator, etc)* (specify)
- Education *(teacher, guidance counselor, librarian, etc)* (specify)
- Electronics *(technician, salesperson, repair/installation worker, etc)* (specify)
- Engineering *(civil engineer, electrical engineer, mechanical engineer, etc)* (specify)
- Environment *(geologist, environmental technician, etc)* (specify)
- Food Services *(chef, caterer, waitress, restaurant manager, etc)* (specify)
- Fishery *(biologist, fishery officer, plant worker, etc)* (specify)
- Forestry *(logger, forester, labourer, engineer, etc)* (specify)
- Health *(nurse, doctor, x -ray technician, nutritionist, physiotherapist, etc)* (specify)
- Hospitality/Tourism *(housekeeping, tour guide, hotel manager, etc)* (specify)
- Information Technology *(programmer, computer technician, sales, etc)* (specify)
- Law Enforcement *(police/correctional officer, lawyer, paralegal, etc)* (specify)
- Marine Services *(fisheries officer, engineer, deckhand, etc)* (specify)
- Oil & Gas *(driller, petroleum engineer, construction worker, etc)* (specify)
- Office Support Services *(secretary, researcher, assistant, etc)* (specify)
- Recreation *(coach, recreation director, athlete, etc)* (specify)
- Retail *(salesclerk, store manager, hairstylist, etc)* (specify)
- Transportation *(truck driver, air traffic controller, pilot, shipper/receiver)* (specify)
- other

18. Prior to enrollment in this program, did you speak with a teacher/instructor or career counselor regarding your career plans?

- Yes
- No **(go to Q#21)**

19. From where?

- my high school (specify school and community)
- a post-secondary institution (specify school)
- HRDC office (specify office location)
- HRE office (specify office location)
- other (specify)

20. **a)** Did the teacher/instructor or career counselor provide you with useful information regarding future job opportunities in Newfoundland & Labrador?

- Yes **(go to Q#21)**
- No

b) What type of information were you seeking that you were unable to obtain from the teacher/instructor or career counselor? _____ **(go to Q#24)**

21. **a)** Throughout this program, have you spoken with an instructor regarding your career plans upon graduation from this program?

- Yes
- No

b) Throughout this program, have you spoken with a counselor regarding your career plans upon graduation from this program?

- Yes
- No **(go to Q#23)**

22. **a)** Did the instructor or counselor provide you with useful information regarding future job opportunities in Newfoundland & Labrador?

- Yes **(go to Q#24)**
- No

b) What type of information were you seeking that you were unable to obtain from the instructor or counselor? _____ **(go to Q#24)**

23. Prior to graduation from this program, do you plan to speak with an instructor or counselor regarding your career plans?

- Yes
- No

24. Prior to graduation from this program, do you plan to speak with a career specialist outside of the school regarding your career plans? *(eg. career counselor from HRDC, etc.)*

- Yes **(go to Q#26)**
- No

25. Why do you choose not to speak with a career specialist or someone with knowledge of the future careers regarding your career plans? **(Check all that apply)**

- I have spoken with an instructor or career counselor of my school
- they do not have the information that I am looking for
- it is none of their business
- I already know exactly what I want to do
- They won't be able to help me
- I am not ready to make career plan decisions
- It is too difficult to get an appointment with them
- other

26. a) Did you plan your course selections in accordance with possible future job opportunities in Newfoundland & Labrador so that you are able to settle in Newfoundland & Labrador?

- Yes
- No
- I am not planning to settle in Newfoundland and Labrador

b) Will you plan future course selections in accordance with possible future job opportunities in Newfoundland & Labrador so that you are able to settle in Newfoundland & Labrador?

- Yes
- No
- I am not planning to settle in Newfoundland and Labrador

27. Are you aware of a Career Education course offered through your school?

- Yes
- No **(go to Q#29)**

28. If yes, is it a required course for all students to graduate from the program?

- Yes
- No
- Don't Know

29. Do you think a Career Education course **should** be offered in your program?

- Yes
- No **(go to Q#31)**

30. Do you think a Career Education course should be **required** for all students to graduate?

- Yes
- No

31. Have you used the CHOICES program?

- Yes **(where)**
- No
- Not aware of this program **(go to Q#33)**

32. Is the CHOICES program available at your school?

- Yes
- No
- Don't Know

33. Have you voluntarily taken on any career planning activities outside of school hours to help you make a choice regarding you future career? **(For example, job shadowing, speaking with someone in that job, done own research on a particular job, etc.)**

- Yes
- No

34. Do you have a job confirmed for after graduation from this program?

- Yes
- No **(go to Q#36)**

35. Where is this job located?

- within Newfoundland & Labrador (specify community)_____**(Go to Q#38)**
- within maritime provinces (specify town & province)_____(NS, NB, or PEI) **(Go to Q#38)**
- within another Canadian province (specify town & province) _____**(Go to Q#38)**
- outside of Canada (specify country)_____**(Go to Q#38)**
- unsure **(go to Q#38)**

36. How long after graduation do you expect it will take to find a job related to your program?

- less than 1 month
- within 1 - 3 months
- within 4 - 6 months
- within 6 - 9 months
- within 9 - 12 months
- more than 12 months

37. Do you expect to find a job in Newfoundland?

- Yes
- No

38. Please rate the following industry sectors on how you think the future looks for potential job opportunities in Newfoundland & Labrador: **(Check the appropriate box)**

	Very Poor	somewhat Poor	somewhat Good	Very Good	Unsure
a) Agriculture *(eg. farming)*	•	•	•	•	•
b) Art *(eg. music, acting, photography)*	•	•	•	•	•
c) Automotive Services *(eg. auto dealerships)*	•	•	•	•	•
d) Business Administration *(eg. finances)*	•	•	•	•	•
e) Communications *(eg. journalism, TV/radio)*	•	•	•	•	•
f) Community Services *(eg. social work)*	•	•	•	•	•
g) Construction *(eg. carpentry, road construction)*	•	•	•	•	•
h) Education *(eg. teaching.)*	•	•	•	•	•
i) Electronics *(eg. repair/installation, sales)*	•	•	•	•	•
j) Engineering *(eg. civil, mechanical, electrical)*	•	•	•	•	•
k) Environment *(eg. geology, environmentalists)*	•	•	•	•	•
l) Food Services *(eg. chef, waitress, caterer)*	•	•	•	•	•
m) Fishery *(eg. biologist, fishing patrol)*	•	•	•	•	• •
n) Forestry *(eg. loggers, labourers, foresters)*	•	•	•	•	•
o) Health *(eg. nursing, doctors, technicians)*	•	•	•	•	•
p) Hospitality/Tourism *(eg. tourguides, hotels)*	•	•	•	•	•
q) Information Technology *(eg. programming)*	•	•	•	•	•
r) Law Enforcement *(eg. police, lawyer)*	•	•	•	•	•
s) Marine Services *(eg. fishing patrol)*	•	•	•	•	•
t) Oil & Gas *(eg. drilling, engineers)*	•	•	•	•	•
u) Office Support (eg. secretary, research)	•	•	•	•	•
v) Recreation *(eg. coaching, planner)*	•	•	•	•	•
w) Retail *(eg. department stores, hairstylists)*	•	•	•	•	•
x) Transportation *(eg. truck driving, shipping.)*	•	•	•	•	•
y) other_____	•	•	•	•	•

39. If you have any further comments related to the areas covered in the survey, please add these comments here.

Thank you for your time and cooperation.

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Appendix E: Detailed Survey Tables

Table number corresponds to the chart number in the body of this report. **A small number of respondents did not indicate their gender (n=10).** These individuals are not reported in the cross-tabulation results, but have been included in the total number and percent in each table. The main focus of each table appears in **bold** and has full **UPPER CASE** lettering.

Caution should be taken in interpreting results based on a small number of responses.

Some columns may actually total 99% or 101% due to rounding.

TABLE 1
Post-Secondary Students - Respondent Distribution by COMMUNITY and GENDER

	Survey Responses	Percent N=487
Community		
Corner Brook (CNA & Sir Wilfred Grenfell)	198	41%
Port Aux Basques	60	12%
Stephenville	212	44%
St. Anthony	17	3%
Total	**487**	**100%**
Gender		
Men	247	51%
Women	230	47%
Not Stated	10	2%
Total	**487**	**100%**

TABLE 2
Post-Secondary Students Planning Further Post-secondary Education by GENDER

	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes	36%	38%	179	37%
No	30%	25%	134	27%
Undecided	33%	37%	169	35%
No Response	1%	.5%	5	1%
TOTAL	100%	100%	**487**	**100%**

TABLE 3
Post-Secondary Students Planning Further Post-Secondary Education by FIELD OF STUDY

	Total Number	Percent (N=179)
Skilled Trades	22	12%
Business/Office Administration	18	10%
Health/Community Services	17	9%
Environment/Forestry Studies	15	8%
Education	15	8%
Computer Studies	15	8%
Arts	11	6%
Law Enforcement	6	3%
Engineering	6	3%
Technologists/Technicians	2	1%
Other	33	18%
Undecided	19	11%
TOTAL	**179**	**100%**

TABLE 4
Post-Secondary Students Planning Further Post-Secondary Education REASONS FOR WANTING TO TAKE FURTHER TRAINING

Reasons Cited	Total Number	Percent (N=179)*
Become more educated	123	69%
Get a job anywhere	87	49%
Get a Job in NL	44	25%
To pursue academic interest	42	23%
Start my own business anywhere	24	13%
Start my own business in NL	13	7%
Other	21	12%
No reasons provided	16	9%

*Total may exceed 100% as multiple responses allowed.

TABLE 5
Post-Secondary Students Planning Further Post-Secondary Education PREFERRED TYPE OF TRAINING INSTITUTION by GENDER

	Men (n=89)	Women (n=87)	Total Number	Percent (N=179)
University	35%	63%	87	49%
Community College	43%	28%	63	35%
Trades/Technical School	11%	1%	11	6%
Other	7%	6%	12	7%
Undecided	5%	2%	6	3%
TOTAL	100%	100%	**179**	**100%**

TABLE 6
Post-Secondary Students Planning Further Post-Secondary Education PREFERRED LOCATION FOR TRAINING by GENDER

	Men (n=89)	Women (n=87)	Total Number	Percent (N=179)
Newfoundland & Labrador	56%	48%	93	52%
Maritime Provinces	17%	23%	36	20%
Another Canadian Province	11%	13%	22	12%
Outside of Canada	1%	2%	3	2%
Undecided	15%	14%	25	14%
TOTAL	100%	100%	**179**	**100%**

TABLE 7
Post-Secondary Students Planning Further Post-Secondary Education Training in NL - REASONS FOR WANTING TO TAKE TRAINING IN NL

Reasons Cited	**Total Number**	**Percent (N=93)**
Want to stay in NL	65	70%
Personal Reasons	40	43%
Cheaper tuition fees	30	32%
Cost of living too expensive outside of province	30	32%
Better reputation of school	16	17%
Easier to become accepted into program	11	12%
Length of program is shorter	7	8%
All other responses cited by less than 5% of respondents	11	11%

*Total may exceed 100% as multiple responses allowed.

TABLE 8
Post-Secondary Students HOPING TO SETTLE IN NL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Hope to settle in NL	44%	44%	34%	52%	211	43%
Do not hope to settle in NL	20%	18%	25%	13%	92	19%
Undecided	36%	31%	36%	30%	159	33%
No Response	1%	7%	5%	6%	25	5%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 9
Post-Secondary Students CONSIDERING SETTLING IN HOMETOWN by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=78)	No further P-S or Undecided (n=132)	Men (n=83)	Women (n=119)	Total Number	Percent (N=211)
Consider settling in home town	81%	76%	77%	78%	164	78%
Not consider settling in home town	19%	20%	19%	20%	42	20%
Undecided	-	4%	4%	2%	5	2%
TOTAL	100%	100%	100%	100%	**211**	**100%**

TABLE 10
Post-Secondary Students CONSIDERING SETTLING OUTSIDE NL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=101)	No further P-S or Undecided (n=171)	Men (n=164)	Women (n=111)	Total Number	Percent (N=276)
Outside of Canada	3%	2%	2%	3%	6	2%
Within Maritime provinces	21%	16%	17%	21%	50	18%
Within another Canadian province	29%	26%	32%	20%	74	27%
Undecided	43%	39%	38%	41%	109	40%
No Response	5%	18%	12%	15%	37	13%
TOTAL	100%	100%	100%	100%	**276**	**100%**

TABLE 11
Post-Secondary Students AWARENESS OF FUTURE JOB OPPORTUNITIES IN NL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes (Aware)	40%	35%	40%	33%	179	37%
No (Not aware)	58%	64%	58%	67%	302	62%
No Response	2%	1%	2%	1%	6	1%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 12
SECTORS WITH AWARENESS OF FUTURE JOB OPPORTUNITIES IN NL

Sector	Number of Mentions
Education	29
Forestry	27
Art	24
Automotive Services	23
Business Administration	21
Hospitality/Tourism	21
Environment	19
Construction	18
Fishery	18
Communications	14
Electronics	14
Health	14
Retail	14
Food Services	13
Information Technology	12
Community Services	11
Agriculture	10
Engineering	8
Office Support Services	8
Oil and Gas	6
Law Enforcement	5
Marine Services	4
Recreation	4
Transportation	4
Other	13
No Response	10

TABLE 13
RATING OF POTENTIAL JOBOPPORTUNITIES by INDUSTRY SECTOR

Industry Sector	Poor	Good	Unsure	Number
Agriculture	43%	39%	19%	464
Art	39%	44%	17%	463
Automotive Services	17%	71%	13%	464
Business Administration	14%	71%	15%	455
Communications	26%	58%	17%	460
Community Services	15%	71%	14%	459
Construction	14%	75%	11%	460
Education	22%	67%	12%	460
Electronics	20%	64%	16%	457
Engineering	19%	63%	18%	456
Entertainment Animation	33%	33%	33%	15
Environment	21%	59%	20%	457
Fishery	41%	44%	16%	458
Food Services	17%	68%	15%	459
Forestry	30%	56%	14%	460
Health	24%	63%	13%	459
Hospitality/Tourism	14%	73%	13%	462
Information Technology	25%	58%	17%	460
Law Enforcement	17%	64%	19%	459
Marine Services	29%	51%	20%	459
Office Support	22%	59%	19%	455
Oil and Gas	20%	61%	19%	457
Recreation	35%	42%	23%	458
Retail	21%	63%	16%	460
Transportation	16%	65%	19%	460

* Entertainment Animation was the only sector indicated in the OTHER category, and was cited by 15 people.

TABLE 14
Post-Secondary Students JOB CONFIRMED AFTER GRADUATION by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes	11%	15%	13%	15%	67	14%
No	88%	84%	86%	84%	414	85%
No Response	1%	1%	1%	1%	6	1%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 15
Post-Secondary Students LENGTH OF TIME EXPECTED TO FIND A JOB AFTER GRADUATION by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=158)	No further P-S or Undecided (n=254)	Men (n=213)	Women (n=193)	Total Number	Percent (N=414)
Less than 1 month	16%	17%	24%	8%	67	16%
Within 1-3 months	34%	39%	38%	38%	156	38%
Within 4-6 months	21%	20%	19%	22%	84	20%
Within 6-9 months	10%	9%	7%	11%	39	9%
Within 9-12 months	8%	6%	5%	9%	29	7%
More than 12 months	9%	7%	6%	9%	31	8%
No Response	2%	2%	1%	3%	8	2%
TOTAL	100%	100%	100%	100%	**414**	**100%**

TABLE 16
Post-Secondary Students EXPECT TO FIND A JOB IN NL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=158)	No further P-S or Undecided (n=254)	Men (n=213)	Women (n=193)	Total Number	Percent (N=414)
Yes	46%	50%	40%	57%	200	48%
No	50%	49%	59%	39%	205	50%
No Response	4%	1%	1%	4%	9	2%
TOTAL	100%	100%	100%	100%	**414**	**100%**

TABLE 17
Post-Secondary Students DISCUSSED CAREER PLANS WITH INSTRUCTOR THROUGHOUT THIS PROGRAM by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes (Spoken to instructor)	64%	54%	58%	58%	283	58%
No (Not spoken to instructor)	31%	41%	36%	38%	181	37%
No Response Provided	5%	5%	6%	4%	23	5%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 18
Post-Secondary Students DISCUSSED CAREER PLANS WITH CAREER COUNSELLOR THROUGHOUT THIS PROGRAM by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes (Spoken to career counsellor)	23%	10%	11%	18%	72	15%
No (Not spoken to career counsellor)	72%	85%	83%	78%	391	80%
No Response Provided	6%	5%	6%	4%	24	5%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 19
Post-Secondary Students Who Have NOT Spoken To An Instructor Or Career Counsellor PLAN TO SPEAK TO AN INSTRUCTOR OR CAREER COUNSELLOR PRIOR TO GRADUATION by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=50)	No further P-S or Undecided (n=119)	Men (n=85)	Women (n=81)	Total Number	Percent (N=169)
Yes	46%	55%	54%	49%	88	52%
No	52%	42%	41%	49%	76	45%
No Response Provided	2%	3%	5%	2%	5	3%
TOTAL	100%	100%	100%	100%	**169**	**100%**

TABLE 20
Post-Secondary Students PLAN TO SPEAK TO A CAREER SPECIALIST OUTSIDE SCHOOL PRIOR TO GRADUATION FROM THIS PROGRAM by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes	46%	38%	45%	38%	200	41%
No	53%	61%	53%	62%	281	58%
No Response Provided	2%	1%	2%	0%	6	1%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 21
Post-Secondary Students PLANNED COURSE SELECTION WITH NL JOB OPPORTUNITIES IN MIND by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes	37%	37%	34%	41%	184	38%
No	44%	44%	44%	44%	215	44%
Not settling in NL	18%	17%	21%	14%	86	18%
No Response Provided	1%	1%	0%	0%	2	0%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 22
Post-Secondary Students Will PLAN COURSE SELECTION WITH NL JOB OPPORTUNITIES IN MIND by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes	45%	41%	36%	50%	209	43%
No	35%	41%	43%	35%	187	38%
Not settling in NL	19%	17%	21%	14%	86	18%
No Response Provided	1%	1%	1%	1%	5	1%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 23
Post-Secondary Students AWARENESS OF CAREER EDUCATION COURSE by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes (aware)	19%	16%	20%	14%	83	17%
No (not aware)	80%	84%	79%	86%	402	83%
No Response Provided	1%	0%	1%	0%	2	0%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 23b
BELIEVE CAREER EDUCATION COURSE IS REQUIRED FOR GRADUATION

	Total Number	Percent (N=83)
Yes (required)	27	33%
No (not required)	24	29%
Don't know	31	37%
No Response	1	1%
TOTAL	**83**	**100%**

TABLE 24
Post-Secondary Students CAREER EDUCATION COURSE SHOULD BE OFFERED by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes	73%	72%	66%	80%	352	72%
No	25%	26%	32%	18%	124	26%
No Response Provided	3%	2%	3%	2%	11	2%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 24b
BELIEVE CAREER EDUCATION COURSE SHOULD BE REQUIRED FOR GRADUATION

	Total Number	Percent (N=352)
Yes (required)	158	45%
No (not required)	185	53%
No Response	9	3%
TOTAL	**352**	**100%**

TABLE 25
Post-Secondary Students USED CHOICES PROGRAM by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes (Have used CHOICES)	30%	20%	26%	23%	117	24%
No (Have NOT used CHOICES)	29%	29%	30%	28%	141	29%
No aware of the program/No Response	41%	50%	45%	50%	229	47%
TOTAL	100%	100%	100%	100%	**487**	**100%**

TABLE 25b
Post-Secondary Students Aware Of CHOICES Program CHOICES PROGRAM AVAILABLE IN THEIR SCHOOL

	Total Number	Percent (N=258)
Yes	55	21%
No	26	10%
Don't Know	169	66%
No Response	8	3%
TOTAL	**258**	**100%**

TABLE 26
Post-Secondary Students VOLUNTARILY TAKEN PART IN OTHER CAREER PLANNING ACTIVITIES by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=179)	No further P-S or Undecided (n=303)	Men (n=247)	Women (n=230)	Total Number	Percent (N=487)
Yes	59%	48%	52%	50%	252	52%
No	40%	51%	47%	48%	230	47%
No Response Provided	1%	1%	1%	1%	5	1%
TOTAL	100%	100%	100%	100%	**487**	**100%**